

**THE INFLUENCE OF USING REALIA ON STUDENTS' VOCABULARY
MASTERY AT THE SECOND SEMESTER OF THE SEVENTH
GRADE OF SMPN 11 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

THE INFLUENCE OF “REALIA” ON STUDENTS’ VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 11 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

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In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of the students in learning English is vocabulary. The students’ vocabulary mastery in SMPN 11 Bandar Lampung was still under average. To solve this problem, the researcher applied “Realia”, as media which consisted of memorizing some words with the clue. The objective of this research is to know whether there is a significant influence of “Realia” to improve students’ vocabulary mastery to the seventh grade of SMPN 11 Bandar Lampung in the academic year of 2019/2020.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VII A and VIIB which consists of 63 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of the research was the seventh grade students at SMPN 11 Bandar Lampung. In collecting the data, the researcher used instrument in form of multiple choice test. After conducting try-out, the instrument used pre-test and post-test. The total items of pre-test were 20 items and post-test were 20. After giving pre-test and post-test, the researcher analysed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analyzed the data. From the data analysis the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.01. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of “Realia” on students’ vocabulary mastery at the second semester of the seventh grade of SMPN 11 Bandar Lampung in the academic year of 2019/2020.

Keywords :Realia, Vocabulary Mastery, Quantitative Research.



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DECLARATION

I hereby state that this thesis entitled: The Influence of Using Realia on Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of SMPN 11 Bandar Lampung in the academic year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

*And Allah has extracted you from the wombs of your mother not knowing a thing,
and He made for you hearing and vision and intellect that perhaps you would be
grateful.(Q.S an-Nahl: 78)¹*

¹Kementerian Agama RI.2005. *Al-Qur'an dan Terjemahannya*.Bandung: CV. Diponegoro.
p.220.

DEDICATION

The researcher dedicated this thesis to:

1. My beloved parents, my father Alhilal and my mother Roiyani. Who always prayed and supported for my success.
2. My beloved elder sister Rosa Alfi Susanti, younger brother Yodian, and younger sister Betinalia. Who always supported and gave me suggestion for my succes.
3. My beloved Septi Herliana, who always patienly to support and gave me spirit to finish this thesis.
4. My beloved lecturers and almamater UIN Raden Intan Lampung that have contributed a lot for my development.

CURRICULUM VITAE

The Researcher name is Rahmat Adinata. He was born in Lombok December 17th, 1996. He is the second child of the four children of Mr. Alhilal and Ms. Roiyani. He has one elder sister, her name is Rosa Alfi Susanti and he has two sisters their name Yodian and Betinalia.

He began his study at SDN 1 Lumbok Seminung in 2002 and graduated in 2008. Then, he studied at Mts N 1 Liwa and finished in 2011. Afterwards, continued his study in SMA Perintis 1 Bandar Lampung in 2011 and graduated in 2014. Furthermore, in 2014 he decided to study in English Education Program of Tarbiyah and Teacher Training Faculty in the Raden Intan Lampung State of Islamic University.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. May Allah the most merciful give goodness and blessings for all guidance and help that have been given to the researcher. For this, the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung, February 2020
The Researcher,

Rahmat Adinata

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CHAPTER I INTRODUCTION

A. Background of the Problem

Holmes states, that a world language or international language is English. It was used by people such as in economic, political and also education.¹ Therefore, there are some countries that used the kind of languages in this world including English. English is an international language that is the most important language in this modern globalization era.

Considering that English plays a crucial role in life, it must be mastered well. English as the first foreign language that should be learned by Indonesian students as a compulsory subject taught from junior high schools to universities. In addition, English is also taught in Elementary school as a local content.

Further, Harmer says that language is as a means of communication, English is widely used all over the world. English seem to be one of the main languages of the international communication.² From that statement so English plays important role in many aspects such as in education, politic, technology, tourism, commerce, and so forth.

Therefore, vocabulary has an important role in English. Richard and Rodger in their book approach and method in language teaching, vocabulary is a core component of language proficiency and provides much of the basic

¹ Janet Holmes, *An Introduction to Sociolinguistics* (Fourth Edition, 2013), p.61.

² Jeremy Harmer, *The practise of English Language Teaching (3 ed)*, (Cambridge: University Press, 2002), p.13.

for how well learners speak, listen, read, and write.³ It means vocabulary is the basic English to master in four skill; Listening, speaking, reading and writing.

Thornbury says, “without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.”⁴ From that statement we know vocabulary is the most important thing in English, we cannot do anything without vocabulary. Besides vocabulary is the basic competence need to be taught in Elementary or junior high school. Knowing a lot of words are important because the more words we know, the better chance to understand.

According to Mc Carthy, learners should be able to understand a text with nearly 80 percent of the words by mastering about 2000 vocabulary, and increase to 88.7 percent if learners have 5000 knowledge about vocabulary.⁵ Generally, lacking vocabulary is the reason why English is difficult to master. The students have been teaching English for along time with the several methods, but they do not have an adequate vocabulary in English.

Based on the preliminary research at seventh grade of SMPN 11 Bandar Lampung, the researcher found that most students also still have difficulties in learning vocabulary. By interviewing Ms.Kartina as an English teacher, she said the English score of students' still under average, especially in vocabulary. The teacher got the score based on the formative test of

³Jack C Richards, *Methodology in Language Teaching*, (New York : Cambridge University Press, 2002), p.255.

⁴Thornbury, Scott, *How to Teach Vocabulary*, (Pearson Education Limited press, 2002), p.13.

⁵McCarthy Jeanne, *Teaching Vocabulary: Lesson From the Corpus, Lesson for the Classroom*, (New York: Cambridge University Press, 2012), p.1-2.

vocabulary, it was found that many of them still lack of vocabulary. That score of KKM in SMPN 11 is 73.⁶

The students' vocabulary mastery score can be seen in the table below:

Table 1
Percentage of Students' Vocabulary Scores at the Second Semester of the Seventh Grade of SMPN 11 Bandar Lampung

NO	Students' Score	Class					Total	Percentage
		A	B	C	D	E		
1	≥ 73	7	10	8	5	15	45	28.6%
2	< 73	23	22	24	26	17	112	71.3%
Total		31	32	32	32	30	157	100%

Source: Document of the English Vocabulary score of the Seventh Grade of SMPN 11 Bandar Lampung.

From the table above, it can be concluded that 71.3% or 112 students got < 73 score. It means that the students' vocabulary mastery is still under average and not suitable with the KKM at the school. It is clear that the students' vocabulary mastery is need to be increased, in this case the researcher needs to be organize a way to find an appopriate media which can help students in learning vocabulary.

Besed on the interview of some students, the teacher seldom used interesting media in giving material, she only teaches what it is in the book and writes it on the board.⁷ So that they felt bored to learn and they also lost motivation in learning English. From that statements, use realia as media in teaching vocabulary the researcher hopes, it can give the solution to students in learning English especially in vocabulary.

⁶ Kartina, Interview of the English teacher of SMPN 11 Bandar Lampung, on Thursday, February, 24th, 2019.

⁷Some Students, Interview of Seventh Grade of SMPN 11 Bandar Lampug, on Thursday, February, 24th, 2019 .

There were some previous resesrches related to the influence of using realia in learning English. The first was conducted by Saqopi entitled *Influence of Using Realia in Teaching Concrete Noun at Second Grade Students of Mts Masyariqul Anwar Carigin*. The mean score of pre-test in cycle I is 66.66, meanwhile the mean score in cycle II is 65.00. The mean score of post-test in in cycle I is 76.33, wheareas the mean score of post-test in cycle II is 68.66. The improvement can also be seen by the different calculation based on T-test in each cycles. The t-calculation in cycle 1 is 1.66, and in cyle II is 7.67.⁸ Based on the result of the research it was showed that teaching concrete noun using realia of Mts Masyariqul Anwar Carigin has a significant influence and appropriate implemented in the classroom.

The second research was conducted by Anaa entiteled *Improving Students' Vocabulary Mastery Using Realia At The Seventh Grade Mts Assyafi'iyah Gondang*.⁹ The mean score of pre-test in cycle I is 67.41, meanwhile the mean score in cycle II is 53.78. The mean score of post-test in in cycle I is 80.17, wheareas the mean score of post-test in cycle II is 72.93. The improvement can also be seen by the different calculation based on T-test in each cycles. The t-calculation in cycle 1 is 13.63, and in cyle II is 7.24. It can be concluded that implementing realia can improve the students' vocabulary mastery at the seventh grade of Mts Assyafi'iyah Gondang.

⁸ M Iskak Saqofi, *Influence of Using Realia in Teaching concrete noun at second grade students of Mts Masyariqul Anwar Carigin*, Jakarta, 2016

⁹ Anaa Uswatus Safa'ah, *Improving Students' Vocabulary Mastery Using Realia At The Seventh Grade at Mts Assyafi'iyah Gondang*, Tulungagung, 2014

There are some differences between previous research and the present research in the first previous was conducted by Saqopi, realia is was used in teaching concrete noun at the second grade of students of Mts Masyariqul Anwar Carigin. The second previous was conducted by Safa'ah at the Seventh Grade Mts Assyafi'iyah Gondang and she used CAR (Classroom Action research). While in this research the researcher used quasi experimental research and the researcher was conducted at the second semester of the seventh grade of SMP N 11 Bandar Lampung to use realia in teaching vocabulary in the noun verb and adjective.

Based on the explanation above, the researcher conducted the research entitled: The Influence of Using Realia on the Students' Vocabulary Mastery at the Seventh Grade of SMPN 11 Bandar Lampung in academic year of 2019/2020.

B. Identification of the Problem

Based on background of study above, there are many problem that can be identified in this research such as:

1. The students' vocabulary is still under average.
2. Teacher uses monotouns media in teaching English.
3. The students are bored in learning English.

C. Limitation of the Problem

Based the problem above, to avoid the study being too broad the researcher only focuses to use realia as media to teach vocabulary mastery focuses on word meaning and word use including noun, verb and adjective based on the syllabus.

D. Formulation of Problem

The formulation of this problem “Is there any significant influence of using realia on students’ vocabulary mastery” at the seventh grade of SMPN 11 Bandar Lampung in academic year 2019/2020?

E. Objectives of the Research

The objective of this research to know wheather there is any significant influence of using realia on students’ vocabulary mastery at the seventh grade of SMPN 11 Bandar Lampung in academic year of 2019/2020.

F. Significance of the Research

The result of this research are expected to give theoretical and practical contributions.

1. Theoretically

The results of this research are expected to give information to the English teacher about teaching English by using realia and its influence on students’ vocabulary mastery.

2. Practically

a. For the researcher

The researcher hopes by doing the research are expected to determine the extent of the improvement of their vocabulary mastery using realia.

b. For Students

To motivate the students in learning English especially in mastering vocabulary.

c. For the Teachers

Teachers can use this result as a feedback on teaching vocabulary using realia.

d. For the Other Researcher

From this research is expect to support the previous research and will be a reference to do another relevant research.

G. The Scope of the Research

The researcher determines the scope of the research as follows:

1. Subject of the Research

The subject of the research was conducted the students of the second semester of the seventh grade of SMPN 11 Bandar Lampung in the academic year of 2019/2020.

2. Object of the Research

The object of the research was the use of Realia in teaching vocabulary mastery.

3. The place of the research

The place of the research was conducted at SMPN 11 Bandar Lampung in the academic year of 2019/2020.

4. Time of the research

The research was conducted at the second semester in the academic year of 2019/2020.

CHAPTER II REVIEW RELATED OF LITERATURE

A. Frame of Theories

This chapter focuses on giving a theoretical framework. The purpose of this chapter is giving explanation theories that is going to be the basically for this research.

1. Teaching and Learning English as a Foreign Language

English is a international language in the world. It has a big influence in human life in the world. English has a very important position almost in every aspect of our life, like: In technological, scientific, social, cultural and economic sector. In Indonesia English is the first foreign language that is learned at the formal school from elementary school up to university. It is expected that the students should have the ability or knowledge of English which can be used for communication.

According to Murcia, “the goal of teaching English a second language or foreign language would be for the learning to gain the ability to communication in the target language.”¹ Based on the statement it can be said that language learners in this case the students are expected to use or to communicate the language that learn.

Maxom states, that as soon as students feel confident that they can use English for whatever purpose they need, they often get on their lives.²

¹ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, (University of California, California Publisher, 2001), p.3.

² Michele Maxom, *Teaching English as a Foreign Language for Dummies*, (New York: Wiley, 2009), p.20.

So, when students feel confident to use English as their daily communication, they know more vocabulary, use many tense, and able to communicate using English language.

Based on the statements above the researcher assumes that in teaching English as foreign language is the teacher should prepare the material instruction and the application of new techniques well. Because language teaching and learning can be regarded as process, the first role is to facilitate the communication process between participant and the various activities.

2. Vocabulary

In this topic, the researcher explained about definition of vocabulary, kinds of vocabulary, types of vocabulary and important of vocabulary.

a. The Definition of Vocabulary

The smallest part of sentence is a word. A word is part of many vocabularies. Vocabulary is one of elements in English. It is considered as a very important communication tool who improves a person's knowledge Vocabulary can be defined, roughly, as the words we teach in the foreign language.³ It can be said vocabulary is one important part in learning a language. In very situation, we say something, express our feelings and say what we want to say, all things need the words and these words called vocabulary.

³ Penny Ur, *A course in Language Teaching*, (Cambridge: Cambridge University Press, 1991), p.275.

Vocabulary plays an important role in improving our skills in English. It becomes one of aspects for improving communication skill. If the students' English vocabulary mastery is limited, they will find some difficulties in using English for the aim cummunication.

According to Hiebert and Kamil, "Vocabulary is knowledge of the meanings of words."⁴ It means that when we have master vocabulary we can know the meanings of the words or sentences.

Vocabulary is a much more powerful carrier of meaning compared to grammer because we can get our message over with vocabulary and without grammer, but we can't communicate unless we use the neccessary words in our patterns and structures.⁵ From that statement, it can be say that vocabulary is more important for communication rather than grammer. Vocabulary is a powerful carrier to communicate with other.

As we know, English is a world language now days the most communication tools for global commucation. So, we must have lots of bank of English words. Otherwise grammar and exercising pronunciation English need to be learned too. Mastery of vocabulary is an essential component of all uses of language; it helps students too to communicate effectively or expressing students' ideas in English.

The basic of teaching and learning English is concerned with the student's abilities to use four language skills. In using language skills,

⁴Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*. Lawrence Erlbaum Associates, Publishers Mahwah, (New Jersey London, 2005), p.3.

⁵Nurgun AKAR, *Teaching Vocabulary Bridging the Gap Between Theory and Practice*, (Ankara: Eylul, 2010), p.1.

they need lots of vocabularies because they have important role in language learning. Without having vocabulary, it is impossible to build communication using words.

Richard and Renandya, that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.⁶ From the statement that the first thing we have to learn to mastery the vocabulary, because with vocabulary we can learn language skills easier and will be useful for the process of achieving language teaching objectives.

Furthermore, Hanson and Jenifer “vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening, productive vocabulary refers to the words we use to communicate through writing and speaking.”⁷ So from that statement receptive and productive vocabulary is the main point in four skill that are listening, speaking, reading and writing.

From the mentioned above the definition of vocabulary is more than one but the definition from one reference to other is related . From those the researcher summarized that vocabulary is a total of words or phrase that maintains all information used by person in communication.

⁶Jack C Richard and Willy A Renandya, *Op.Cit.* p. 225.

⁷Susan Hanson and Jenifer F.M .Padua. *Teaching Vocabulary Explicitly*, (Hawaii: Pacific Resources for Education and Learning, 2011), p.5.

b. The Kinds of Vocabulary

There are two kinds of vocabulary, passive/receptive vocabulary and active/productive vocabulary.⁸ It means that kinds of vocabulary are receptive and productive. Receptive is the passive vocabulary while receptive and productive. There are some words in making sentences and collections of words to make sentence include vocabulary because vocabulary is a collection of words.

According to Hiebert and Kamil, that knowledge of words comes in two forms, receptive that we we can understand or recognize in reading and listening and productive that is vocabulary we use when write or speak.⁹ From that statement, it can be known receptive or passive vocabulary is refers to language items that can be recognized and understood in the context of reading and listening, while active vocabulary refers to the students' ability to use his own speech or writing.

From the statement above, the researcher concludes there are to kinds of vocabulary that can be catagorized based on the devision of the skill in language. That is productive vocabulary and receptive vocabulary. Productive is associated with productive language skills in speaking and writing skills, while the receptive vocabulary is associated with the receptive skills that consist of listening and reading.

⁸Nurgun AKAR, *Loc.Cit*

⁹Elfreida H.Hiebert, Michael L Kamil, *Loc. Cit*

c. Types of Vocabulary

Vocabulary simply means words, and English vocabulary means lots of words. Every word divided into some of type and can be categorized as a part of speech based on function in the sentence. Frank say, part of speech is the sentence that divided according to the functional each word has in subject-predicate relationship.¹⁰ From that statement part of speech is word that divided based on the functional each word.

Besides that, Thornbury says that in term of the meanings, word divided into two groups. There are content words and grammatical words.¹¹ Content words consist of noun, verb, adjective and adverbs. While grammatical word consist s of pronoun, preposition, conjunction and determiner. Those can be described as follow:

1) Noun

Noun is widely use in sentence constructions, it may function as subject, object, or complement in a sentence. Rhetoric, Reader, and Hndbook Jo and Anthony Explain noun are names of person, animal, things, places, characteristic, and ideas.¹² It means that noun is one of part of speech that used in name of people, place,plant, etc.

¹⁰Marcella Frank, *Modern English a Practical Reference Guide*, (New York: University Press, 1972), p.1.

¹¹Scott Thonburry, *How to Teach Vocabulary*, (Harlow: Longman, 2002), p.4.

¹²Jo Ray McCuen, Anthony C.Winler. *From idea to Essay A Rhetoric, Reader, and Handbook* (12thEdition) (New York: Houghton Mifflin Harcourt Pulising Compaby. 2009), p. 574.

2) Verb

Verb is a word that is showed measured and condition of a thing. It means that verb is used to show the condition of thing especialy in action of things. Example Run, hits, and slide.

3) Adjective

Adjective is a word that gives more information about noun or pronoun and it can be used before or after noun.¹³ It means that adjective is a word that gives more impormation about noun or pronoun. For example: beautiful, tall, big etc.

4) Adverbs

Adverbs range in meaning form words having a strong lexical content(those that describe the action of the verb, or those that indicate such as meanings as time and place).¹⁴ That we know adverb is word that describes or add to meaning in part of speech. Example, beautifully, quickly.

5) Pronoun

Pronoun is word used instead of noun.¹⁵ From that statement pronoun is words used to substitute or replace nouns, these nouns can be human, animal, abstract places and concepts. Example I, me, you, your, they, us, and it.

¹³Jeremy Harmer, *Op.Cit.* p. 51.

¹⁴Marcella Frank, *Op. Cit.*, p.141.

¹⁵Manser H. Martin. *Oxford Learner's Pocket Dictionary*, (Hongkong: Oxford University Press, 1991), p.330.

6) Preposition

Prepositions are a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.¹⁶ It means that, preposition is a words expressing relationship between two words (such as: noun or noun equivalent) which is placed in font of pronoun or noun. Examples of prepositions: in, of, on, under, into, behind, near.

7) Conjunctions

Conjunctions are words or phrases which join parts of a sentence together. Examples of conjunctions: and, but and or.

8) Determiner

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example of determiners: this, those, my, their, which, a, an, the. The existence of determiner is to complete a noun.¹⁷

From the explanation above that are some types of vocabulary. All the type of vocabulary needs to be known and learn for the successful of mastering vocabulary. Vocabulary should be mastered in language learning especially in teaching and learning English. In this research the researcher just focus on vocabulary that consist of noun, verb, and adjective based of the syllabus of the seventh grade of SMPN 11 Bandar Lampung.

¹⁶Anne Seaton. *Basic English Grammar for English Language Learners Book 1*,(United State: Saddleback Educational Publishing, 2007), p.132.

¹⁷Anne Seaton, *Op. Cit.*, p.71.

d. Important of Vocabulary

Vocabulary is very important to learn. Vocabulary is one of language components which has important role in learning English. Vocabulary is a basic and a foundation to learn English. Thornburry says “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”¹⁸ It means that vocabulary is very important than grammar.

According to Schmitt, that learning vocabulary is an essential part of mastering a second language.¹⁹ From that statement it can be said that students should to be mastered an adequate vocabulary to get the success in second language learning. From the explanation, the researcher concludes that vocabulary is very important in learning English because vocabulary is one of the main aspect that should be master for every one to master in English.

3. Vocabulary Mastery

Cameron says, “vocabulary is central to the learning of a foreign language at primary level.”²⁰ It means that vocabulary is basic element of language start from primary level which makes a language meaningful, so when the students’ vocabulary mastery is limited, they will find some difficulties in using English. Vocabulary mastery is very important to be able to speak, write, read and listen well.

¹⁸Scott Thornbury, *Op.Cit.*p.13.

¹⁹Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual*, (University of Nottingham: Palgrave Macmillan, 2010), p.3.

²⁰Lynne Cameron, *Teaching Language to Young Learner*, (Britania Raya: Cambridge University, 2001), p.75.

According to Chartey, that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as well.²¹ From the statements, it is clear that vocabulary is important to be mastered for students. Without vocabulary mastery it is impossible for students to learn English and with vocabulary mastery the students can convey their ideas and can communicate well each other.

According to Gower, Philip and Walters there are three aspects that students' need to learn new vocabulary items:

a. Formation

- 1) What part of speech is the word-noun, verb, preposition etc?
- 2) How is it spelled- is it regular or irregular?
- 3) Does it belong to a family' of words, for example electricity, electrical, electrician?

b. Meaning

- 1) Many words have more than one meaning. What exact meaning in which context do you want to focus on?
- 2) What is connotation of the item?
- 3) Could the vocabulary item have different meaning from meaning?

c. Use

- 1) How is the vocabulary item used?

²¹ Michael McCartney, *Vocabulary: Description, Acquisition and Pedagogy*, (London: Cambridge University Press, 1997), p.140.

- 2) Does it have a restricted use? Does it belong to a particular style or register?²²

From the statements above, the researcher concludes that vocabulary mastery in this research is the students' ability to use or understand the meaning of the words that they have learned in certain situations which they really have experienced in their lives of students in word meaning and word use including noun, verb, and adjective.

4. Teaching Vocabulary Mastery

Vocabulary is not syllabus, a list of words that teachers prepare for their learner to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other.

Chartey says, that good vocabulary is important for everyone who learns the language, which used in listening, speaking, writing and reading besides grammar as well.²³ From that statement it is clear that vocabulary is important to be mastered for students. Without vocabulary mastery, it is impossible for everyone can convey their ideas and communicate well each other.

²² Roger Gower, et.al, *Teaching Practice Handbook*, (London: Heineman, 1995), p.144.

²³ Michael McCartney, *Op.Cit.* p. 140.

Vocabulary is basic element of language to understand the language; the learner should know the complexity of words. Then, the teacher should decide how to teach vocabulary on the class. Thornbury says, “there are five factors related to the teaching of vocabulary should be considered by the teacher:

- a. The level of the learner
- b. The learner likely familiarity with words
- c. The difficulty of items
- d. Their teaching ability
- e. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading)’’.²⁴

From the statement above, it can be concluded that in teaching of vocabulary the teacher should be considered with the five factors; the level of the learner, the learner likely familiarity with words, the difficulty of items, their teaching ability and whether items are being learned for production.

5. Media

In this topic, the researcher is explained about definition of media and kinds of media.

a. Definition of Media

Arsyad says, that media is a component of learning resource or physical vehicle that contains instructional materials on students’

²⁴Scott Thornbury, *Op.Cit.* p.75.

environment that can stimulate students to learn.²⁵ It can be said by using appropriate media it can help the students in learning English.

Teaching learning process in reality is a communication process, this is a process to deliver message from the sender through any media to the receiver.²⁶ From this statement, we can say that a media one way to convey the message in order the messages accepted by the receiver.

Learning is a complex process that happens to all people in their life. This process happens because there is an interaction between people with the environment.²⁷ It means, learning is also part of communication in human life. The process of learning is a process among learner, teacher and the materials, then the communication process will not happen if there is no media.

Arsyad states that there were three functions of media, can be used for individual, group, or larger group, they are:

- 1) It can motivate interest or action.
- 2) Giving information.
- 3) Giving instruction.²⁸ That are some functions of media.

Media is aimed to share instructional information where the information in a media should involve students in a form of activity in order to make a process of teaching and learning. From description, it is clear that media has essential part of teaching learning process.

²⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Press, 2011), p.4.

²⁶ Arief S. Sadiman, Rahardjo, Anung Haryono, Rahardjito, *Media Pendidikan*, (Jakarta: PT Rajagrafindo Persada, 2011), p.11.

²⁷ Azhar Arsyad, M.A, *Loc. Cit.*

²⁸ *Ibid*, p.19.

In general, there are many uses of media in teaching learning process, as follows:

- 1) To make a clear message in order to make the message not all as a verbal (in written form or oral form).
- 2) To cope with the limited of place, time, and sense, for example:
- 3) The object is too big, it can be changed with realia, picture, slide, or model.
- 4) The object is small, it can be used with micro projector, slide, film or picture.
- 5) The motion that too slow and too fast can be assisted with time lapse or high-speed photography.
- 6) Event that happened in the past can be displayed more through film transcription, video, slide, or photo.
- 7) By using appropriate and various media, in order to overcome the passive act from the students.
- 8) Each student has their own behaviour and also students have different surroundings and different experiences, in this situation media is the way to compare the any differences of students' experiences.

b. Kinds of media

There are many kinds of media that the teacher can use in teaching

According to Kasihani there are 3 kinds of media:

- 1.) Visual media is media that can be seen and touched by students, example: picture, photo, realia, map, flash card.
- 2.) Audio media is media that contain recorded text to listen, example: radio and cassette recorder,
- 3.) Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc.²⁹

Based on the description above, we can conclude that there were some teaching media that can be used by the teacher. Media are anything that can be used to convey message from sender to the receiver in order to stimulate mind, feeling, attention, interest, of the learner to create teaching learning process. One of these teaching aids is realia.

6. Realia

In this topic, the researcher explain about the definition of realia, kind of realia, procedure of realia, the advantages and disadvantages of realia.

a. Definition of Realia

Realia is consisting of actual objects or items facsimiles therefore which are used in the classroom as aid to facilitate language acquisition and production.³⁰ It means realia is one of media in teaching learning process, however the difficulty sometimes arise to present real object as a whole caused sizes too big or difficult to find. Therefore a few modification often have to do.

102. ²⁹ Sunyoto, Kasihani K.E, *English For Young Learners*. (Jakarta: Bumi Aksara, 2007), p.

³⁰ <http://dictionary.babylon.com/Realia> (accessed 8 March 2014)

Harmer states, that realia is one way of presenting words is to bring the things they represent into the classroom, word like postcard, ruler, pen, etc.³¹ It means that realia as media which represents objects in the class.

Sunyoto states, that realia is three dimension things which can be brought into classroom as media such as box, doll another things made from plastics (vegetable toys, fruit toys, car toys).³² It can be said that realia from this statement is three dimension thing that can brought in the class.

Based on the explanation above, the researcher concluded there are two category of realia, realia in nature without any changes or facsimiles thing that such as animal toy, fruit toy that can brought into classroom to helped teacher in learning process in observed or analyzed something by students.

Realia is simple to use, because realia save time, as recognition of an object is immediate and so cuts out the need for lengthy explanations. Using realia is very effective way to teach students English as Foreign Language. There are some examples of the use of realia:

1. Realia to illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, I use actual objects or facsimiles there of (pieces of clothing, toy animals, and plastic fruit). For

³¹Jeremy, Harmer, *Op. Cit.* p. 161.

³²Sunyoto, Kasihani, *Op. Cit.* p.110.

transition period, it is a very useful tool in making the abstract concrete.

2. Realia is useful in teaching prepositions of place (such as on, in, under, next to, in front, over). Objects can be placed on a desk, in a desk, under a desk and so on.
3. Realia, were used frequently, as one might expect in elementary school.³³

Furthermore, Etin and Raharjo states that realia is real objects that are used as learning materials or resources. The use of realia is not always bringing realia into the classroom, but we can also let the students do direct observation to the location of the object.³⁴ For example, to study about scarce animal, the students may visit the animals in the zoo directly. From this statement, we can conclude that realia can be used as the teaching aid not only inside the classroom, but also outside of the classroom.

According to Harmer, “Realia also make learning process more enjoyable.”³⁵ As an English teacher we have to use variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the base of whole activity and he says. It can be said English teacher must have appropriate teaching methods and variations

³³ J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. (Longman : Longman Group Limited, 1975), p.138.

³⁴ Etin Solihatin & Raharjo, *Analysis Model Pembelajaran IPS*, (Jakarta: Bumi Aksara, , 2011), p.27.

³⁵ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (Singapore: Longman, Cambridge UK, 2002), p.134.

to students especially in teaching vocabulary. This media is suitable for general English vocabulary to beginner to make students more interesting and easy to understand the lesson.

b. Kinds of Realia

According to Halamik that realia is media are objects that can be used to help such as flowers, stones, etc. that may be carried by students or brought by teachers.³⁶ It means realia is kind of things that are close of environment.

In other words, Rusman states that realia media is all real media that exist in the natural environment, both used in a living condition or already preserved. For example plants, rocks, animals, insectarium, objects, water, rice fields, food and so on.³⁷

Based on the expressed by the experts above, it can be concluded that the kinds of realia media are:

- 1) Living things such as: People, animals and plants.
- 2) Inanimate objects such as: Table, chair, plate, cup, book, magazine, newspaper, cabinet, photo figure, carpets, coin, rock, and food.

c. The Procedure of Teaching Vocabulary Using Realia

The following is the procedure of teaching speaking by using realia:

- 1) Pre activity
 - a) Greeting

³⁶Hamalik, Oemar, *Proses Belajar Mengajar*. (PT.Bumi Aksara.Jakarta, 2003), p.133.

³⁷ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*, (Jakarta: PT Raja Grafindo Persada. 2005), p. 2.

- b) The teacher explained to the students about the material that will teach.

2) While activity

- a) The teacher introduced realia to the students.
- b) The teacher repeated with the correct pronunciation.
- c) The teacher gave the simple sentence and asked students to identify objects according to the mentioned of the teacher.
- d) The teacher asked students to recall what they have learned.
- e) The students can add new things or vocabulary.

3) Post activity

- a) The teacher asks the students to work in groups talking about objects/realia they have.
- b) While the students were doing their activity the teacher gives the score and stand by if the students needs help to find the word the students needs.³⁸

d. The Advantages and Disadvantages of Using Realia

1) Advantages of Using Realia

Ibrahim and Syaodah mention they are advantages of using realia:

- a) Can provide the maximum possible opportunity for children to learn something or carry out tasks in real situations.

³⁸Jakson, L. W. R., *The Montessori Method's Use of Siguin's Three Period Lesson and Its Impact on the Book Choices and Word Learning of Students who are Deaf or Hard of Hearing (dissertation)*, (Columbia University, 2011), p. 14-16.

- b) Provide opportunities for children to experience the real situation themselves.
 - c) Practice the child's skills by using as many senses.³⁹
- 2) Ibrahim and Syaodah revealed several weaknesses in the use of realia media, namely:
- a) Bringing children to various places outside of school sometimes carries risks in the form of accidents and so on.
 - b) The cost required to hold various real objects is sometimes not small, especially coupled with the possibility of damage in its use.
 - c) Not always able to provide all the descriptions of the actual object, such as enlargement, cutting and drawing part by part, so teaching must be supported also with other media.⁴⁰

From the description above, it can be concluded that using realia is only limited by your imagination. In other way, there are some objects that cannot be presented in the class.

7. Picture

In this topic, the researcher will explain about definition of picture, kinds of picture, advantages and disadvantages of picture,

a. Definition of Picture

Picture is one of the media, which may be used by teacher to help the students easily to understand the new words. Hornby said that picture

³⁹R. Ibrahim Nana Syaodah S, *Perencanaan Pengajaran*, (Rinika Cipta, Jakarta 2003), p.119.

⁴⁰*Ibid.*

is the same meaning with painting, drawing, sketch of something, especially as a work of art.⁴¹ It means picture is sketch to describe something.

Webster says, “pictures is an image or likeness of an object, person, or scene produced on a flat surface, especially by painting, drawing or photography.”⁴² From the statement above the researcher concludes that picture is an image or an object like painting of person, place, etc.

b. Kinds of Picture

1) Composite Pictures

These are large single pictures, which show a scene (Hospital, beach, canteen, railway station, street) in which number of people can be seen doing things. They enable students to see places, people and events that they would otherwise not see because of factors like distance, time and cost. Because of their size, composite pictures are most appropriate for whole-class teaching rather than individualized learning or group work.

2) A Pictures Series

A picture series is a number of related composite pictures linked to form a series or sequences. Hence, its main function is to tell a story or sequence of events. A wide variety of picture series is available in textbooks, in comics and in cartoon strips in magazines.

⁴¹Hornby, *Oxford Learner's Dictionary* (Oxford University Press, 1994), P. 629.

⁴²Noah Webster, *New World Dictionary of American English* (Practice, 1994), p. 1022.

for the teacher to copy and enlarge. However the observant teacher can find such series in other sources, for example calenders and wrapping paper.

3) Individual Pictures

These are single pictures of objects, person or activities. Such pictures vary in size from small newspaper pictures and full-page magazine pictures to poster-sized pictures, and can be mounted singly. There is an enormous variety of material available from newspaper, magazines, catalogues, greetings cards, trail brochures, advertisements, old textbooks and event wrapping paper.

4) Specialized pictures (posters, charts, advertisements, brochures).

Wall posters are not designed specifically for teaching, but rather for advertising or propaganda purposes. Although they provide very little textual information, they cannot be dismissed from the ESL classroom as they can be used to illustrate topics and provide motivation for discussion.⁴³ That are some kinds of picture composite pictures, pictures series, individual pictures, and specialized pictures.

Besides that according to Wright, there are types of pictures: Pictures of single object, Picture of person: picture of famous person, pictures of several people and pictures of people in action, pictures of places, pictures from history, pictures with a lot of information, pictures

⁴³ Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching* (Kuala Lumpur: Oxford University Press, 1981), p.49.

of fantasies, pictures of the news, pictures of maps and symbols.⁴⁴ From the statement above here are some kinds of pictures we can use as media like painting, poster, charts.etc

c. The Procedures of Teaching Vocabulary Using Picture

The following is the procedure of teaching speaking by using realia:

1) Pre activity

- a) Greeting
- b) The teacher explained to the students about the material that will teach.

2) While activity

- a) The teacher shows pictures to the students.
- b) The teacher asked students to comment pictures what they are see.
- c) The teacher concluded the subject matter.

3) Post activity

- a) The teacher asked students to work in groups/individual.
- b) While the students were doing their activity the teacher gives the score.⁴⁵

d. The Advantages and Disadvantages of Using Pictures

1) The Advantages.

- a) Concrete nature.
- b) Can overcome space, time and space.

⁴⁴Andrew Wright. *Pictures for Language Learning* (Australia: Cambridge University Press.1989), p.7.

⁴⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Perss, 2010), P.3.

- c) The price is relatively cheap, and easy to make and use in classroom learning.⁴⁶

2) The Disadvantages of Using Pictures

- a) It only emphasizes the perception of the senses of the eye, its limited size can only be seen by a group of students;
- b) If the image is too complex, it is less effective for certain learning.⁴⁷

⁴⁶ Etin Solihatin & Raharjo, *Op.Cit.* p. 27.

⁴⁷ *Ibid*

B. Frame of Thinking

English has been more and more useful nowadays since it has functioned as an international communication. Vocabulary is one of English components that should be mastered by the students because it becomes one way to make easy to learn all the English language skill such as listening, speaking, reading and writing.

Teaching and learning vocabulary, there not only suitable material or aids for the students but also the teacher should have such kind of media to make the students interest and motivation in learning English and the teacher must prepare the materials as well using suitable media in teaching learning process.

Based on the preliminary research, it was found that the students got lack in vocabulary score. This was because the teacher seldom use interesting media in teaching vocabulary. She just teach what is in the textbook and find the meaning from dictionary so the students got bored and less motivation to learn English.

In relation to the teaching of vocabulary and referring to the frame of the theories mentioned before, the researcher assumes that the use realia is a suitable media for teaching vocabulary because it generally can motivate students in learning English and specifically improve students' vocabulary mastery.

C. Hypothesis

Based on the frame of thinking above, the researcher formulates the hypotheses as follows:

H_a : There is a significant influence of using realia on students' vocabulary mastery at the seventh grade of SMPN 11 Bandar Lampung in the academic year of 2019/2020.

H_o : There is no a significant influence of using realia on students' vocabulary mastery at the seventh grade of SMPN 11 Bandar Lampung in the academic year of 2019/2020.

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